



McLaurin Elementary

1400 McMillan Lane
Florence, SC 29506

Grades	PK-4 Elementary School	
Enrollment	740 Students	
Principal	Deborah Cribb	843-664-8457
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Average
2007	Average	Excellent
2006	Average	Average
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

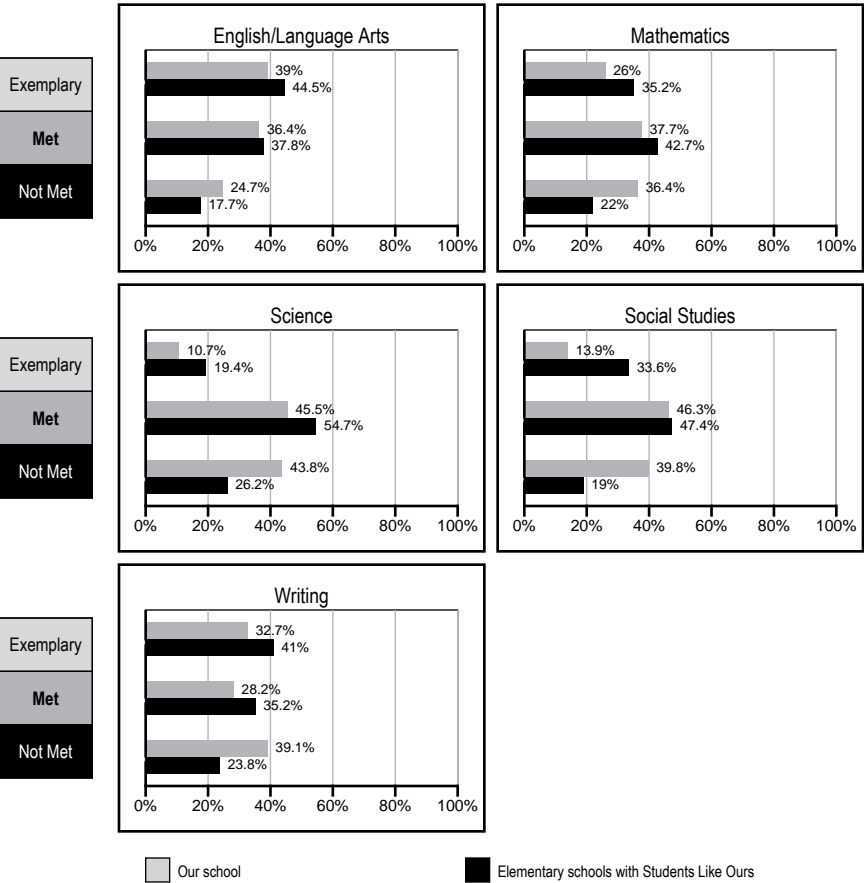
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	33	41	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=740)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.1%	Down from 4.6%	1.6%	1.9%
Attendance rate	96.0%	Up from 95.8%	96.4%	96.3%
Eligible for gifted and talented	10.9%	Up from 9.5%	15.0%	10.0%
With disabilities other than speech	6.3%	Down from 6.6%	7.1%	7.7%
Older than usual for grade	1.2%	Down from 1.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	47.9%	Up from 47.8%	61.3%	59.4%
Continuing contract teachers	75.0%	Down from 78.3%	82.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.4%	Down from 95.6%	88.8%	85.9%
Teacher attendance rate	96.8%	Down from 97.3%	95.1%	95.1%
Average teacher salary*	\$45,391	Up 3.2%	\$48,186	\$47,149
Professional development days/teacher	11.9 days	Down from 12.5 days	11.3 days	11.1 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 15.1 to 1	19.3 to 1	18.8 to 1
Prime instructional time	92.4%	Up from 91.7%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.3%	Down from 92.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,187	Up 1.8%	\$6,975	\$7,458
Percent of expenditures for instruction**	66.8%	Up from 65.9%	69.1%	68.8%
Percent of expenditures for teacher salaries**	62.4%	Up from 60.2%	62.3%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The staff, students, and parents at McLaurin Elementary are proud of the progress we have made this year. McLaurin students continue to improve academically, and the attendance rate for all students has improved. Among our accomplishments are the following:

- We expanded our Montessori program to include two additional 1-3 grade classes.
- Our teachers received extensive staff development in the areas of math and social studies.
- We provided after-school tutoring for 75 students.
- McLaurin students read over 40,000 books this year, and we continued our school-wide read aloud program.
- Our students/staff walked over 28,000 miles during our school-wide walking program.
- McLaurin began a partnership with the Florence Faith Based Coalition.

Our staff is dedicated to providing students with a strong academic program enhanced with an equally strong focus on character. Daily communication with our parents through student agenda books is a means to keep parents informed and involved in their child's education.

McLaurin's Association of Parents (APT) and our School Improvement Council are vital to the success of McLaurin. Our APT raised funds to offer financial support for the overall program at McLaurin. Our School Improvement Council and APT focus for this year was improving student attendance at McLaurin as well as sponsoring our school-wide walking program. Weekly incentives and nine-weeks celebrations for students achieving their goals were sponsored by these groups. We continue to have strong parental involvement in meetings, conferences, and other events offered at school. McLaurin is a community where expectations are high, and everyone is encouraged to be a lifelong learner.

Deborah Cribb, Principal
Jay Terry, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	35	38
Percent satisfied with learning environment	100.0%	97.1%	86.5%
Percent satisfied with social and physical environment	97.7%	88.6%	86.5%
Percent satisfied with school-home relations	83.3%	88.6%	91.9%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	178	98.9	24.2	38.5	37.3	85.1	85	82.8	Yes	Yes
Gender										
Male	97	99	29.5	34.1	36.4	83	82.3	79.3	N/A	N/A
Female	81	98.8	17.8	43.8	38.4	87.7	87.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	65	98.5	13.3	26.7	60	98.3	91.7	89.5	Yes	Yes
African American	105	99.1	33	47.9	19.1	75.5	78.3	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	97.4	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
Disability Status										
Disabled	39	100	41.2	47.1	11.8	61.8	58.8	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	84.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	107	99.1	34.4	50.5	15.1	75.3	78.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	178	98.9	36.6	38.5	24.8	72.7	79	78.9	Yes	Yes
Gender										
Male	97	99	35.2	36.4	28.4	75	77	77	N/A	N/A
Female	81	98.8	38.4	41.1	20.5	69.9	81	80.9	N/A	N/A
Racial/Ethnic Group										
White	65	98.5	25	38.3	36.7	83.3	88.6	87.2	Yes	Yes
African American	105	99.1	46.8	41.5	11.7	63.8	69.3	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	97.4	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
Disability Status										
Disabled	39	100	64.7	32.4	2.9	38.2	47.6	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	81.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	107	99.1	52.7	37.6	9.7	60.2	70.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	129	98.5	45.7	44	10.3	54.3	67.8	67.5
Gender								
Male	69	98.6	41.9	48.4	9.7	58.1	68.2	67
Female	60	98.3	50	38.9	11.1	50	67.3	68
Racial/Ethnic Group								
White	49	98	26.7	53.3	20	73.3	81.5	79.5
African American	74	98.7	N/AV	N/AV	N/AV	37.9	54.2	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.4	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	26	100	87	8.7	4.3	13	41.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	59.4	59.6
Socio-Economic Status								
Subsided meals	77	98.7	N/AV	N/AV	N/AV	32.8	55.3	55.1

Social Studies

All Students	124	98.4	41.1	45.5	13.4	58.9	72.3	72.3
Gender								
Male	74	98.7	41.8	44.8	13.4	58.2	71.7	71.5
Female	50	98	40	46.7	13.3	60	73	73.2
Racial/Ethnic Group								
White	42	97.6	18.9	62.2	18.9	81.1	81.7	80.7
African American	77	98.7	55.7	38.6	5.7	44.3	62.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	29	100	N/AV	N/AV	N/AV	32	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	71.7	67.9
Socio-Economic Status								
Subsided meals	80	98.8	58.6	37.1	4.3	41.4	61.8	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	178	94.9	39.1	28.2	32.7	60.9	72.6	70.2	96	95.6
Gender										
Male	97	96.9	44.8	27.6	27.6	55.2	66	63.2	96	95.4
Female	81	92.6	31.9	29	39.1	68.1	79.3	77.5	96.1	95.8
Racial/Ethnic Group										
White	64	98.4	21.7	28.3	50	78.3	80.9	79.1	96	95.5
African American	106	92.5	52.8	30.3	16.9	47.2	64.1	57.6	95.9	95.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.1	86.2	98.2	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71.6	62.6	98.3	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	68.7	N/A	95.9
Disability Status										
Disabled	40	82.5	72.4	20.7	6.9	27.6	30.9	26.1	94.4	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	66.3	61.2	98.3	96.1
Socio-Economic Status										
Subsidized meals	107	92.5	60.2	29.5	10.2	39.8	62.9	58.9	95.5	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	99	100	20	35.6	44.4	80
	4	79	97.5	29.6	42.3	28.2	70.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	99	100	40	41.1	18.9	60
	4	79	97.5	32.4	35.2	32.4	67.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	53	100	45.8	41.7	12.5	54.2
	4	76	97.4	45.6	45.6	8.8	54.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	46	100	47.6	45.2	7.1	52.4
	4	78	97.4	37.1	45.7	17.1	62.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	99	98	32.6	28.1	39.3	67.4
	4	79	91.1	47.8	28.4	23.9	52.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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